

LBRIS

We know
books

GOLD experience

2ND EDITION

TEACHER'S BOOK

C1

Advanced

Introduction to Gold Experience 2nd Edition	4-7
Course components	5-6
Teaching pathways	7
<hr/>	
Unit walkthrough	8-12
Student's Book unit	8-11
Workbook unit	12
<hr/>	
Classroom teaching ideas	13-21
How to teach for exams	13-15
How to flip the classroom	16-17
How to encourage independent learning	18-19
How to teach with projects	20
How to teach with Readers	21
<hr/>	
Unit 1 Look ahead, look back	22-38
Unit 2 Winners and losers	39-54
Unit 3 Choices and changes	55-69
Unit 4 Same or different?	70-85
Unit 5 All or nothing	86-101
Unit 6 Image and reality	102-117
Unit 7 Be seen, be heard	118-134
Unit 8 Healthy body, healthy mind	135-151
Unit 9 Leaders and followers	152-168
Unit 10 Moving on	169-178
<hr/>	
Switch on videoscripts	179-182
<hr/>	
Workbook answer key	183-203
<hr/>	
Speaking: success criteria	204-207
<hr/>	
Writing: success criteria	208-216



Look ahead, look back

1

READING

topic: memory and recall
skill: using content clues to establish coherence
task: gapped text

GRAMMAR

review of past tenses
participle adjectives and dependent prepositions

VOCABULARY

memory: verbs and collocations
affixation

LISTENING

topic: using social media
skill: understanding the main points
task: multiple matching

USE OF ENGLISH

open cloze
word formation

SPEAKING

topic: learning about the past
skill: collaborating in discussion
task: collaborative task

WRITING

topic: biopics
skill: writing persuasively
task: review

SWITCH ON

video: life through film
project: recording your life

Lead-in SB p7

The lead-in page is an opportunity for you to see what students know about the topic of the unit, both conceptually and linguistically.

Write the unit title *Look ahead, look back* on the board. Ask the class: *What do you associate with 'looking back'?* Elicit some ideas, such as remembering things that have happened, learning from your mistakes, finding out about history, etc. Ask: *What do you associate with 'looking ahead'?* Elicit more ideas, such as planning for the future, setting goals, or predicting what life might be like in the future.

Focus students' attention on the photo and quotation on page 7 (*My phone is the save button for my memories*). Ask students to discuss in pairs whether the quote is true for them.

Write *My phone is ...* on the board, and ask students to note down a few other ways they could complete the sentence that would be true for them. Ask students to share their ideas with their partner. Ask a few students to share something their partner said.

Organise pairs into small groups of three or four to discuss questions 1–3 on page 7. If it is appropriate at your school, invite students with smartphones to show a few pictures they have taken recently and to talk about them with their group. Ask someone from each group to report back to the class.

Circulate to listen during the discussion to get to know the learners and what they already know. This will help you to identify students who may require extension and any students who may require extra encouragement and support.

Point out that the unit summary at the bottom of page 7 gives an overview of the unit. For students focused on the exam, point out that the items labelled 'task' provide specific exam-style practice.

To start

Ask students to work in pairs to think of something good that happened to them yesterday, a week ago, a year ago, and ten years ago. Ask a few students to share a memory that is particularly vivid (or clear) with the class.

Elicit some answers to the following questions: *Why are some memories clearer than others? Are your most recent memories the most vivid? Have you watched any films or TV programmes which focus on memory?*

Tell students that the topic of this lesson is memory and the aim of the lesson is to complete an exam-style gapped text task.

Power up

1 Give students a couple of minutes to think about and choose a memory for A–D. Encourage weaker classes to make a few notes and/or look up any necessary vocabulary in a dictionary. Put students into pairs to take turns to share their memories. Encourage fast finishers to continue the conversation by asking their partner questions about their memories. Ask a few students to share a memory with the class.

Possible answers

- 1 A My earliest memory would probably be my first day at school. I was so proud to be able to write my name and was very excited to play on the jungle gym.
- B My happiest memory? Well, maybe it would be my tenth birthday. I was allowed to have a party with ten friends and we made a sort of disco in the living room with coloured lights and loud music. It's funny to think about it now, but at the time, I was in heaven.
- C One time, I got a huge fright when I was at home alone and I heard a strange tapping noise on my window. I looked up and found myself face to face with a huge man. I was convinced he was a burglar. As it turned out, he was actually my neighbour's brother who had got the wrong address.
- D I guess the most exciting thing that has ever happened to me was when I travelled abroad last summer to visit my cousin in Scotland. As well as having a great time when I got over there, it was also my first time on a plane.

2 Students' own answers.

2 Share something you find easy and difficult to remember, for example: *I always remember faces, but I find names really difficult to recall, especially if I haven't seen someone for a while.* Ask students to discuss what they find easy and difficult to remember with their partner. Then elicit some responses from the class.

Ask students to read the quote. Elicit a few ideas about what it means.

Possible answers

- I think this quote means that our brain couldn't possibly remember absolutely everything, so it has to select and discard certain memories, making sure it doesn't forget anything too important.
- My guess is that this quote is about how forgetting is good for us. If you can't forget bad things that have happened, it could hold you back from enjoying life.

Read on

3 Point out that it is a good strategy to start by reading an article quickly for gist (to understand the main points). Give students a few minutes to read the article then elicit why the documentary is called *Memory Hackers*.

The documentary is about how memories can be changed or erased. It says that the way the brain stores memories is analogous to a computer system. A hacker is someone who breaks into a computer system to change or erase data.

exam task: gapped text

In the Cambridge exam no words, phrases or sentences in the texts for reading tasks are ever highlighted.

Remind students that the gapped text task is Part 7 of the Reading and Use of English Paper. Students will be given an article with numbered gaps and a list of paragraphs. Students will need to select the best paragraph for each gap. Ask a student to read the first sentence of the exam tip aloud. Point out that content clues could include discourse markers, demonstratives or vocabulary. Read the second part of the exam tip and give students time to find the clues/connections between the first paragraph of the article and paragraph G. Elicit the answers. Point out that the content clues have similar topics.

clues: science fiction, memory manipulation

4 e Give students about ten minutes to read the article again and decide which paragraphs (A–G) fit in the gaps (1–6). Students compare their answers in pairs, explaining to each other the clues they used. Go through the answers with the class, eliciting the clues for each one.

- 1 G (*according to recent research, the era of memory manipulation is not very far off at all* in paragraph i and *scientific breakthroughs* in paragraph ii link with *sweeping advances in technology, neurochemistry and cognitive science* in paragraph G)
- 2 D (*where and how long-term memories are formed, stored and recalled* in paragraph ii links with *It has always been thought that memory is a recording device* in paragraph D)
- 3 A (*The parallel would be more like bringing up a file on the computer, modifying it slightly and then saving it to the hard drive* in paragraph iii links with *This understanding has been crucial* in paragraph A)
- 4 F (*rodents that have been genetically modified for this purpose, and manipulate them with lasers* in paragraph iv links with *a mouse is put into a totally new, barren environment* in paragraph F)
- 5 C (*was to focus on the people behind some of the most provocative discoveries, both researchers and subjects* in paragraph v links with *Three people who feature in it are Jake Hausler Merel Kindt and Julia Shaw* in paragraph C)
- 6 B (*Merel, a professor from the University of Amsterdam, succeeded in* in paragraph vi links with *What is perhaps more unnerving is London South Bank professor Julia Shaw's study, in paragraph B; she persuaded them that they had committed crimes in the past* in paragraph B links with *Implanting false memories is clearly now possible* in paragraph vii)

extra: fast finishers 

Ask fast finishers to check their answers carefully and to underline the clues they used to work out each answer.

5 Write the word *flawed* on the board, which is from paragraph iii. Elicit which of the meanings 1–8 it has (3 imperfect). Students match the remaining words and phrases.

- 1 realm 2 current 3 flawed 4 modifying 5 advent
6 facilitating 7 paving the way for 8 cutting-edge

extra: whole class 

Write the following questions on the board. Ask students to complete the questions with one of the words in bold from the article (they may need to change the form of the word). Put students into pairs or small groups to discuss their answers.

- 1 How has the of the smart phone changed how we remember things? (**advent**)
- 2 What other technology have you heard about? (**cutting-edge**)
- 3 What less **invasive** methods could someone try in order to someone's memory? (**modify**)

Sum up

6 In pairs, ask students to make notes on each topic, re-reading the article as required. If time allows, ask students to swap partners to compare their summaries.

Possible answers

- 1 People used to think there was a central memory bank where memories were filed away like a books in a library. It was also thought that memories were permanent and unchangeable.
- 2 Nowadays, we know that memories are stored in separate areas of the brain, that they are not always accurate, and that they can be altered.
- 3 Forgetting bad things that have happened to us helps us to get over the experiences and move on.

Speak up

7 Ask students to read the posts and discuss the questions in pairs.

Possible answer

I agree with Pushko3 that memory manipulation is quite frightening. What if these sorts of technologies were to fall into the wrong hands? I'm sceptical of what BaileyBoy says about it being a good application of science. In my view, there are far more important things that scientists could be dedicating their time to, like trying to tackle diseases or climate change.

extra: whole class 

Ask students to write their own short post about the article. Invite students to take turns to read their post to the class or post in a private class online space.

If possible, set up a private online space for your class to use throughout the course, for example, on Google Docs, a Facebook group or within your school's online learning management system. Set some expectations of appropriate online behaviour. For example, discuss the importance of keeping comments positive. Make sure you moderate your class online area regularly.

If you have a large class, you could set up groups within the online area of about six to ten students for online discussion activities.

Fun footer

Read through the fun footer with the class and ask them to discuss it in pairs. Then elicit any interesting points from the students.

To finish

Ask students to close their books. Tell them that they are going to do a memory quiz on the vocabulary in the article. Ask students to write the numbers 1–8 on a new piece of paper. Say: *Number 1: can you remember the word in the article which meant 'a special area or field'?* Students should write down the word *realm*. Continue reading the remaining meanings from Ex 5. Then elicit the answers.

Ask and elicit answers to the following questions: *Did you find it easy or difficult to remember the new vocabulary? Do you have any system for recording new vocabulary? If so, what?*

Encourage students to adopt a system that works for them for recording new vocabulary, such as a vocabulary notebook, making lists on their smartphones, etc.

In preparation for the Grammar lesson, consider using the technique of flipping the classroom by asking students to complete Ex 1 of the Grammar lesson on page 10, then reading the Grammar file review of past tenses on page 142 or looking at the PowerPoint Grammar Presentation before class, allowing more time for discussion and questions during class.

Presentation tool:

Unit 1, Reading

Workbook / Online Practice:

pp4–5

Extra Practice App

To start

Use the start of this lesson to assess students' existing knowledge of the target grammar point. Write the following on the board:

- 1 something you remember from the previous lesson
- 2 something you hadn't heard of until recently
- 3 something you used to like but have changed your mind about
- 4 something you hadn't done before coming to the lesson today

Put students into pairs to think of something in each category. Circulate, listening to their use of past forms, and noting down any errors to spend more time on later. Ask a few students to share what they talked about.

explore grammar

SB p142

- 1 Go through the PowerPoint Grammar Presentation and give students time to read the review of past tenses in the explore grammar box. Ask students to discuss in pairs why each bolded past form has been used. Focus students' attention on each pair of sentences, eliciting the reason for the past form in each sentence. Elicit the names for each form (A: past simple, past continuous; B: past perfect, past perfect continuous; C: *used to/would*).

Read through the section on creating distance. Point out that the past forms to indicate politeness are widely used in the workplace and in social situations, especially in Britain. Point out the phrases *I was thinking*, *I was hoping* and add that another common one is *I was wondering*. Point out that tone of voice is also very important in conveying politeness in English.

For more detailed notes on past forms, ask students to read the Grammar file on page 142 for homework and complete practice activities 1–3 on page 143.

A took = completed period; was touching = focus on experience/activity in progress

B action before the simple past of 'remembered'

C emphasis on something true in the past but not now; repetition of single action in the past; descriptive

watch out for



Would is only used for habits in the past, not states. We use *used to* to talk about states (or habits): *A few years ago, I used to belong to a film club* (NOT *A few years ago, I would belong to a film club*).

Would is often used after *used to* to avoid repetition: *I used to belong to a film club and we would watch a new film every week*.

- 2 Write an example on the board: *Can you give me a hand with this?* Elicit how it could be made more polite with the past tense (*Could you give me a hand ... ?*). Ask students to rewrite the sentences to show politeness. Elicit the answers. Ask students to practise asking the questions in pairs. Their partner can make up an answer.

Possible answers

- 1 Could you help me with this homework? / I was wondering if you could help me with this homework?
- 2 Did you want to tell me what's wrong? / I was wondering if you wanted to tell me what's wrong?
- 3 I was hoping you might have enough time to come shopping with me. / Did you have enough time to come shopping with me?
- 4 I was thinking we might put our heads together to brainstorm some ideas. / My idea was that we could put our heads together to brainstorm some ideas.
- 5 I was wondering if I could borrow ten pounds from you. / Could I (possibly) borrow ten pounds from you?

extra: fast finishers



Give fast finishers a few more questions to make more polite using the past. Write the following on the board.

- 6 Can you remind me what time the show starts?
- 7 Are you able to change the plan?
- 8 Do you want to come tomorrow?

- 3 1.1 Tell students they are going to listen to an interview with a woman talking about some of her memories. Play the recording while students answer the questions. Then elicit the answers.

- 1 When she was younger, it was better.
- 2 She could remember all the details of their appearance.
- 3 She remembered a list of verbs (she has a photographic memory).

- 4 Ask students to choose the correct forms, then compare their answers in pairs. Go through the answers as a class. Point out that both alternatives are possible in 2 because *used to/would* can often be used interchangeably, although *used to* places more emphasis on something which is no longer true now. In 3, the continuous tense emphasises that the action was ongoing.

- 1 used to 2 would/used to 3 'd been following/ 'd followed 4 was watching 5 had been pouring 6 started 7 ordered 8 found 9 was actually staying

- 5 Ask students to read the text quickly to find out what happened to Ethan. Ask students to choose the correct forms. Students compare their answers in pairs.

- 1 would/used to check 2 faded 3 started 4 recorded 5 had never experienced 6 began 7 hadn't been watching 8 hadn't been drinking 9 had warned 10 arrived 11 used to start/started 12 was lying 13 woke up 14 had disturbed

- 6 Ask students to talk about their ideas for Ethan's recurring nightmare before writing their paragraph. Elicit and write on the board a list of narrative tenses for students to include: past simple, past perfect, past perfect continuous, *used to*, *would*.

Possible answer

In his dream, he was lying in bed and he woke up because some noise had disturbed him. When he looked up, he saw that his cat had transformed into a giant spider which was crawling up over his bedspread. It climbed over his face. He tried to scream but no sound came out ...

Speak up

7 Consider sharing the possible answers in the answer key or your own personal answer as a model. Give students a moment to think about their ideas before sharing in pairs. Remind students to think about using the appropriate narrative tense during the discussion. Ask a few students to share a response to one of the questions with the class. It may be helpful to keep a note of who you have called on to share to ensure every student gets invited to share regularly.

Possible answers

- Once, I had this awful nightmare about sitting an exam I had been studying for. In the dream, I got to the exam room, but then I found that I had forgotten a pen. I kept rummaging in my bag, trying to find one, but it was empty. I tried to get the attention of the examiner and the other candidates, but everyone just ignored me, I was waving my hands and even called out but no one did anything. It was like I was completely invisible! I was so relieved when I woke up and discovered it was all only a dream! When I sat the real exam, I took at least a dozen pens. A few people looked at me strangely, but I wasn't taking any chances after my bad dream!
- When I was four, I got separated from my dad at an open market. Apparently, I had wandered off while he was buying something from a stall. Anyway, after a few minutes, I was getting pretty upset, so one of the other stallholders asked if I was OK. Here's where the memory bit comes in: even though I was only four, I had memorised my dad's mobile number. He had been looking for me everywhere and was very relieved to get a call saying I was all right. It's just lucky that I was able to remember the number when it mattered, I guess!

Fun footer

Ask students to read the footer. Ask students to think of three things they would like to know about dreaming. If students have the internet, they can research this information, then share it with the class. Otherwise, ask students to find out for homework.

To finish

Ask students to work in pairs and discuss the following question: *Do you think the content of our dreams comes from memories of recent events, events from a long time ago or just our imagination?* Elicit some ideas.

Presentation tool:	Unit 1, Grammar
Workbook / Online Practice:	p6
Photocopiable activities:	1A, 1B
Grammar reference and practice:	SB p142
Audioscript:	SB p175

memory: verbs and collocations

To start

Tell students that the aim of this lesson is to revise and learn verbs and collocations (words that go together) related to memory.

Put students into groups of three and give them two minutes to write down as many verbs or phrases related to memory as they can. Elicit the words and write them on the board.

Write these topics on the board: *memorise song lyrics, remind yourself what you have to do, remember birthdays and special events.* Ask students to discuss the best strategies they could use to do these things. Ask each group to report back with a couple of strategies, especially any unusual ideas.

1 Ask students to look at the photograph for eight seconds and then cover it or close their books. Elicit any people that students can remember and what they looked like.


Possible answers

- young man at the front with light brown hair and two thumbs up
- tanned man with short hair, smiling
- young man with blue hair and a painted face
- blond young man with black t-shirt, arm in air
- four slightly older men in fluorescent orange tops, two with wigs
- young man with heart-shaped sunglasses
- woman with dark hair and dark glasses with two arms raised, dark glasses, fringe

2 Put students into pairs to discuss the questions. They might consider looks or personality for question 1. Ask a few pairs to share their ideas.

Possible answers

- I'm really into fashion, so I tend to notice and remember what people wear. / I tend to notice how people are feeling, did they have a happy vibe or were they stressed? / I often remember faces or hair.
- People always seem to remember my name because it's unique. / People probably remember my glasses and that I'm quite tall. / I've been told that people remember my sense of humour because I make so many jokes.

3  1.2 Ask students to predict what a 'super recogniser' might be and what kind of work they could do for the police. Play the recording for students to check their ideas. Elicit the answers.

- someone with an extraordinary memory for faces (*it's what we call people who have an extraordinary memory for faces*)
- They can spot criminals in crowd scenes. (*The police use people like me to scan photos of individuals and groups to spot people, like petty criminals in potential riot situations and so on.*)